DOCUMENT RESUME

ED 095 325 CE 001 879

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TITLE Tell It as It Is, Business Education: 7713.13.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 72
NOTE 21p.; An Authorized Course of Instruction for the Quinmester Program

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Business Correspondence; *Business Education; *Communication Skills; Course Content; Course Objectives; *Curriculum Guides; Job Skills; Letters (Correspondence); Oral Communication; Performance Criteria; Secondary Grades; Telecommunication; *Verbal Communication; Writing Skills
IDENTIFIERS Florida; *Quinmester Program

ABSTRACT

In the area of business education, this pamphlet describes a course in the methods and arts of business communications, stressing oral, written, and visual proficiency in telephone techniques, letters, telegrams, telefax, posters, memos, and the interpretation of business charts and graphs. Described specifically are course guidelines, performance objectives, procedures, learning activities of a practical nature (i.e., students must determine, from a distance and word count rate chart, if a telegraph bill is correct), evaluative instruments, and resources for students and teachers. Appendixes contain tests on matching, bar graph, pictograph, line graph, telegram, directory, and circle graph. Keys are not included. (NH)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

TELL IT AS IT IS

Business Education--7713.13 (New: 7636.13)

CE001 875

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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TELL IT AS IT IS

7713.13 (New: 7636.13)

Business Education

Written by Thelma B. Davis
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

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I. COURSE TITLE—TELL IT AS IT IS

II. COURSE NUMBER—7713.13 (New: 7636.13)

III. COURSE DESCRIPTION

A. Synopsis
Designed to acquaint the student with the methods and arts of business communications through oral, written, and visual means, including telephone techniques, letters, telegrams, telefax, posters, memos, and interpretation of business charts and graphs.

B. Textbook
The content of this course permits the use of a variety of textbooks as resources. One or more of the state adopted textbooks for General Business may be used as the basic text. All of the state adopted textbooks for Office Practice provide information on written and oral communications. Mathematics for Business Occupations provides detailed coverage of graphs. Refer to the resource section for specific details.

C. Occupational Relationships

General office worker	Telegraph clerk
Receptionist	Switchboard operator
Communications clerk	Management

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed
Language Arts courses Righting Your Writing (5111.01) and Everyday Communications (5113.61) would strengthen students' skills.

B. Pretest
This test should be used to determine whether the student has attained the objectives of this course. If a student completes the test satisfactorily, he should be recommended for a more advanced course. The test can also be used as a diagnostic device to determine individual strengths and weaknesses.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon successful completion of this course, the student will be able to—

1. use the telephone to make local and long distance calls;

2. place person-to-person, station-to-station, and collect calls with and without operator assistance from given data;

3. determine the kind of call that will give the desired service at the least cost using given long-distance messages to be conveyed by telephone;

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V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

4. demonstrate an awareness of special telephone equipment by matching given descriptions and pictures;

5. record the message of a given incoming telephone call on a given memo form with 100% accuracy;

6. demonstrate the steps for transferring a given incoming telephone call to another location within the office;

7. provide information in a courteous and polite manner, responding to telephoned requests in a testing situation;

8. demonstrate techniques for using the "hold" button when simultaneous incoming calls occur on a multiple-button telephone;

9. determine the area codes for given states using a telephone directory;

10. obtain the phone number and address from a given telephone directory of at least one business and/or organization that can provide each service on a given list of desired services;

11. condense given written information to be conveyed by telegram to the least number of words without changing the context of the message;

12. complete a given blank telegram form with 100% accuracy using given message information;

13. determine the cost of a day letter and a night letter given telegraphic word-count and distance rates;

14. determine the kind of communication for a given message and situation that will give the desired service and that can be sent at the lowest cost;

15. match the ZIP two-letter abbreviations with an unarranged list of all the states and territories;

16. complete a line, bar, circle, and pictograph with 100% accuracy from given information;

17. interpret given line, bar, circle, and pictograph charts and provide answers to given questions;

18. match classes and types of mail with given descriptions;

19. write a proper heading for a memorandum from given sender, addressee, subject, and date; and

20. evaluate given posters as to their relative appropriateness for transmitting a stated idea.

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VI. COURSE CONTENT

A. Equipment and Supplies
   1. Basic
      a. Telephone
      b. Blank memorandums
      c. Blank telegrams
      d. Graph paper
      e. Chart size paper
      f. Telephone directories
      g. Protractor
   2. Supplementary
      a. Overhead projector
      b. Filmstrip projector
      c. Screen
      d. Record player
      e. Teletrainer
      f. Switchboard
      g. United States map with states and ZIP codes
      h. Other communication equipment available for class use

B. Oral Communications
   1. Telephone
      a. Techniques for using
      b. Receiving calls
      c. Transferring calls
      d. Using directories
      e. Directory assistance (information)
      f. Placing calls
         (1) Private and party lines
         (2) Coin phones
         (3) Local
         (4) Long distance
            (a) With operator assistance or Direct Distance Dialing
            (b) Person-to-person
            (c) Station-to-station
            (d) Collect
            (e) Charging to a third number
      g. Rates
      h. Time zones
      i. Area codes
      j. Special equipment
         (1) Switchboard
         (2) Touch-tone telephone
         (3) Multiple button telephone
         (4) Speakerphone
         (5) Automatic dialing equipment
         (6) Picturephone
         (7) Personal signal system
         (8) Mobile calls—air, land, marine
      k. Special services
         (1) Answering services
         (2) Credit card calls

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VI. COURSE CONTENT, Continued

(3) Conference calls
(4) Wide Area Telephone Service (WATS)
(5) Overseas calls
(6) Dataphone

2. Intercoms
3. Public address systems
4. Paging systems
   a. Interoffice
   b. Personal

C. Written Communications
1. Telegraph services
   a. Full-rate telegram
   b. Day letter
   c. Night letter
   d. Costs
      (1) Word count
      (2) Distance
   e. Payments
      (1) Cash
      (2) Charge accounts
      (3) Charge to individual's phone
      (4) Collect
   f. Telegraphic money orders
      (1) Repeat back
      (2) Report delivery
      (3) Test question
   g. Time zones
   h. International services
      (1) Cablegrams
      (2) Ship radiograms
   i. Code messages
   j. Cable code messages
   k. Special occasion telegrams
   l. Private wire systems
   m. Electronic writing equipment
2. Letters
   a. Incoming
   b. Outgoing
   c. Zone Improvement Plan (ZIP)
   d. Classes of domestic mail
   e. Classes of international mail
   f. Special Delivery
   g. Airmail
   h. Registered
   i. Insured
   j. Certified
   k. COD
3. Memorandums
   a. Interoffice
   b. Branch office

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VI. COURSE CONTENT, Continued

c. Message
d. Special
4. Conveyors and tubes
5. Transmittal slips
6. Facsimile equipment

D. Visual Communications
1. Charts
2. Posters
3. Closed circuit television
4. Picturephone
5. Graphs
a. Line
b. Bar
(1) Horizontal
(2) Vertical
c. Circle
(1) Relationship of one area to entire volume
(2) Relationship of several parts to a whole
d. Pictograph

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

A. Course Strategy and Method

The methodology to be utilized should be directed toward individualization with much consideration given to the nature of the course content. Role playing situations in which students simply repeat words, phrases, and sentences should be avoided. Short case studies may be presented that will stimulate all students to make decisions and perform according to the nature of the situation. A communications center or office may be simulated with various positions assigned to students. Through the use of the Teletrainer and forms that the telephone and telegraph companies will provide, typical office situations may be "staged" with focus on incoming and outgoing communications. Textbooks and resource materials provide a variety of activities for communication units. Electronic writing equipment is changing rapidly; representatives from local industry can present up-to-date information. Sample activities for each major category of the course content are listed below.

B. Oral Communications Activities

1. Receive a simulated incoming call for a person who is out of the office. Students must follow through by completing message memo.

2. Make a simulated emergency call to the local fire department. Students must use local directory to obtain the phone number.

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VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

3. Make a simulated long distance call to the president of the main office. On the basis of the message to be relayed, student must decide the kind of call that will give the desired service at the least cost.

4. Make several simulated long distance calls to branch offices. Students must use current rate charts to determine the cheapest call that can be made for the desired service.

5. Receive a simulated incoming call that must be transferred to another person.

C. Written Communications Activities

1. Write a detailed message that must be sent by telgram. Students must write the telegram in the least number of words and decide, according to the nature of the message, the type of telegram to be sent.

2. Give students the body of a letter. They must decide the type of mail service by which the letter would be sent according to the nature and contents of the message.

3. Present a bill from the telegraph company. Students must use current rate charts for distance and word count to determine if the bill is correct.

4. Send simulated telegrams to areas in other time zones. Students must use the time zone chart to decide whether a full-rate telegram or a night letter would be appropriate in each case.

D. Visual Communications Activities

1. Present a list of calls that have been made from the office over a period of time. Have students compile the information in various types of graphs.

2. Present completed graphs and have students interpret them to determine the answers to various questions.

3. Have students prepare charts or posters showing the flow of a letter from the time it is mailed to the time it is received.

4. Hold a competition for posters that communicate a stated idea; example, "Advertising Pays."

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VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

B. General Activities

1. Plan field trips to centers where students will be able to view communication equipment in use. Suggestions: telephone company, telegraph office, radio or television station, post office, police station, airport, and/or business with a large communications center.

2. Invite guest speakers from places listed above if field trips are not feasible, or as preliminary or follow-up to field trips.

3. Arrange "pen pal" situation with someone in another city. Ask them to mail 2 letters at the same time—one by regular mail and one by airmail. Compare arrival times.

VIII. EVALUATIVE INSTRUMENTS

Evaluations should be in the form of performance tests as well as written tests. Suggested interim evaluative instruments may be found in the Appendix. The teacher is encouraged to develop additional items.

To vary types of evaluative activities when working with graphs, the teacher may decide to have some students interpret graphs while others may need the experience of making them. For those students who need experience in interpreting, the KEYS to the graph tests may be used. Teachers should compose questions related to the information in the graphs.

The posttest should include at least one question or performance activity related to each interim evaluation.

IX. RESOURCES FOR STUDENTS

A. Textbooks

Crabbe, Ernest H.; De Brum, S. Joseph; and Haines, Peter G. General Business for Economic Understanding, 9th edition. Cincinnati: South-Western Publishing Co., 1966.

Nanassy, Louis C. and Fancher, Charles W. General Business and Economic Understandings, 3rd ed. Englewood Cliffs: Prentice-Hall, 1968.

Price, Ray G.; Musselman, Vernon A.; and Hall, J. Curtis. General Business for Everyday Living, 4th edition. Hightstown: Gregg Division of McGraw-Hill Book Co., 1972.

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IX. RESOURCES FOR STUDENTS, Continued

B. Drill Books and Practice Sets

Crabbe, Ernest H.; DeBrum, S. Joseph; and Haines, Peter G. Activities and Projects for General Business for Economic Understanding, Units 6-12. Cincinnati: South-Western Publishing Co., 1966.

Nanassy, Louis C. and Fancher, Charles W. Business Activities, Book I, 3rd ed. Englewood Cliffs: Prentice Hall, 1968.

Price, Ray G.; Musselman, Vernon A.; and Hall, J. Curtis. Student Activity Guide for General Business for Everyday Living. Hightstown: Gregg Division of McGraw-Hill Book Co., 1972.

Telegram Blanks. Local Western Union Telegraph Company, 1968.

Telephone Dynamics. Lincolnwood, Illinois: Universal Training Systems Company, 7101 North Cicero Avenue, 60646. Six programmed student booklets, two prerecorded cassettes, one blank cassette for student recording, six message pads, and one supervisor's guide.

C. Reference Manuals

Abbreviations for Use with ZIP Codes. United States Postal Service, Washington, D. C., 1967.

Domestic Postage Rates and Fees. United States Postal Service, Washington, D. C., 1970.

How to Prepare and Use Telegrams. Local Western Union Telegraph Company.

Let Your Fingers Do the Talking. Local Western Union Telegraph Company, 1970.

Telephone Directory. Local telephone company.

Teletraining for Business Studies—Student Supplement. New York: American Telephone and Telegraph Company, 1965.

Yellow Pages Directory. Local telephone company.

Yesterday-Today-Tomorrow. Local Western Union Telegraph Company.

D. Learning Packages

Expressway to Success in Everyday Living Series—Charts and Graphs. Dade County Public Schools, 1970.

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X. RESOURCES FOR TEACHERS

A. Books

Teacher Manuals and/or keys are available for most of the books listed in this and the previous section, Resources for Students, from the respective publishing companies.

Agnew, Peter L.; Meehan, James R.; and Oliverio, Mary Ellen. Secretarial Office Practice, 7th edition. Cincinnati: South-Western Publishing Co., 1966.

Agnew, Peter L.; Meehan, James R.; and Pasewark, William R. Clerical Office Practice, 4th edition. Cincinnati: South-Western Publishing Co., 1967.

Archer, Fred C.; Brecker, Raymond F.; Frakes, John C.; and Stewart, Jeffrey R. Jr. General Office Practice, 3rd edition. Hightstown: Gregg Division of McGraw-Hill Book Co., 1968.

Aurner, Robert R. and Burtness, Paul S. Effective English for Business Communication, 6th edition. Cincinnati: South-Western Publishing Company, 1970.

Crabbe, Ernest H.; DeBrum, S. Joseph; and Haines, Peter G. Methods of Teaching General Business. Cincinnati: South-Western Publishing Company, 1968.

Crews, James W. "The Teaching of General Business and Economic Education." Contributions of Research to Business Education. Ninth Yearbook. Washington, D. C.: National Business Education Association, 1971.

Daughtrey, Ann Scott. Methods of Basic Business and Economic Education. Cincinnati: South-Western Publishing Co., 1965.

DeBrum, S. Joseph; Haines, Peter G.; Malsbary, Dean R.; and Crabbe, Ernest H. General Business, 10th edition. Cincinnati: South-Western Publishing Co., 1971.

Himstreet, William C.; Porter, Leonard J.; and Maxwell, Gerald W. Business English in Communications. Englewood Cliffs: Prentice-Hall, Inc., 1964.

Huffman, Harry; Twiss, Ruth M.; and Whale, Leslie J. Mathematics for Business Occupations. Hightstown: Gregg Division of McGraw-Hill Book Company, 1968.

Meehan, James R.; Oliverio, Mary Ellen; and Pasewark, William R. Secretarial Office Procedures, 8th edition. Cincinnati: South-Western Publishing Co., 1972.

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X. RESOURCES FOR TEACHERS, Continued

A. Books, Continued

Teletraining for Business Studies—A Teacher's Guide. New York: American Telephone and Telegraph Company, 1965.

Tonne, Herbert A.; Popham, Estelle L.; and Freeman, Herbert. Methods of Teaching Business Subjects, 3rd edition. Hightstown: Gregg Division of McGraw-Hill Book Co., 1965.

Wood, Merle W. and McKenna, Margaret A. The Receptionist. Hightstown: Gregg Division of McGraw-Hill Book Co., 1966.

B. Audio-Visual Aids

1. Filmstrips

Filmstrips for General Business for Everyday Living. Price, Ray G. and Hall, J. Curtis. Hightstown: Gregg Division of McGraw-Hill Book Company.

2. Transparencies

Transparencies for General Business for Everyday Living. Price, Hall, and Blockhus. Hightstown: Gregg Division of McGraw-Hill Book Company.

3. Films

The following films are available on a free loan basis through the local Southern Bell office from Ideal Pictures:

A Manner of Speaking. 28 minutes, color, sound.

I Rather Like You, Mr. Bell. 27 minutes, color, sound.

If an Elephant Answers. 26 minutes, color, sound.

Invisible Diplomat. 20½ minutes, color, sound.

Operator. 14½ minutes, color, sound.

The Extra Step. 33 minutes, color, sound.

The Voice of Your Business. 12½ minutes, color, sound.

The following films are available from Business Education Films, 5113 Sixteenth Avenue, Brooklyn, New York 11204:

Better Choice of Words. 10 minutes, B/W, sound.

Effective Listening. 15 minutes, B/W, sound.

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X. RESOURCES FOR TEACHERS, Continued

B. Audio-Visual Aids, Continued

3. Films, Continued

Mail in Motion. 13 minutes, B/W, sound.

Your Postal Service. 19 minutes, sound.

Communications in the Modern World. 11 minutes, color, sound. Coronet Instructional Films, 65 East South Water Street, Chicago, Illinois 60601. (Dade County Public Schools, Instructional Materials Catalog #1-00836)

Communication: Story of Its Development. 11 minutes, color, sound. Coronet Instructional Films, 65 East South Water Street, Chicago, Illinois 60601. (Dade County Public Schools Instructional Materials Catalog #1-00838)

Correct Telephone Usage. Business Education Films, Film Center Bldg. Suite 409, 630 Ninth Ave., New York City.

Development of Communications, Second Edition. MP-So-16mm., 10 minutes, B/W. Encyclopedia Britannica Educational Corporation. (Dade County Public Schools Instructional Materials Catalog #1-03545)

C. Audio-Visual Equipment

Teletrainer. Free loan through Southern Bell Telephone Company.

D. Periodicals

Balance Sheet, The. Cincinnati: South-Western Publishing Co. Monthly, October through May.

Business Education Forum. Washington, D. C.: National Business Education Association. Published monthly, October through May.

Business Education World. New York: Gregg Division of McGraw-Hill Book Company. 5 publishings each school year.

Changing Times. Changing Times Education Service, 1729 H Street, N. W., Washington, D. C. 20006.

Journal of Business Education. East Stroudsburg, PA: Robert C. Trethaway, Editor. Monthly, October through May.

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X. RESOURCES FOR TEACHERS, Continued

E. Monographs (From South-Western Publishing Company)

#92 Visual Aids for Business and Economic Education.

#98 Let's Educate Youth for Effective Business Life.

#107 Motivation in Teaching General Business.

#113 Business Education in the Junior High School.

F. Teaching Aids and/or Publications (From local Bell Telephone Co.)

Alexander Graham Bell
Communication & Science
Machine Talk
Overseas Telephone Service
The Magic of Your Telephone
The Telephone at Your Command
The Telephone in America

G. Field Trips (Most places listed will provide guest speakers also.)

Fire Department
Police Station
Post Office
Radio Station
Telegraph Office
Telephone Company
Television Station
Miami Herald (for facsimile)
IBM (for electronic)

APPENDIX

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SUGGESTED TEST ITEMS

Matching Test

DIRECTIONS: On a separate sheet of paper, write the numbers 1-15. Select the term in Section II that matches each statement in Section I. Write the letters representing your answers opposite the appropriate numbers on your paper.

SECTION I

1. A directory that lists only business and professional telephone numbers
2. A long distance call in which the caller will speak to anyone
3. One telephone line used by more than one subscriber
4. A long distance call in which the caller informs the operator that he wishes to speak with a certain individual
5. A long distance call paid for by the person receiving the call
6. The fastest type of telegram
7. An international message sent by wires laid on the bottom of the ocean
8. A form used to send messages to persons located in the same office
9. A letter that will be delivered ahead of the regular mail
10. A graph in which statistical information is shown by using small sketches of the items mentioned in the report
11. A telephone in vehicles that travel by land, air, or water
12. A telephone with buttons instead of the circular dial
13. An automatic dialing telephone
14. A graph that is sometimes referred to as a "pie" graph
15. A telephone call that allows several persons in different locations to talk to each other at the same time

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SUGGESTED TEST ITEMS, Continued

Matching Test, Continued

SECTION II

a. Bar graph
b. Cablegram
c. Card dialer
d. Line graph
e. Party line
f. Pictograph
g. Private line
h. Yellow Pages
i. Certified letter
j. Circle graph
k. Conference call
l. Full-rate telegram
m. Mobile telephone
n. Overnight telegram
o. Telephone directory
p. Collect telephone call
q. Interoffice memorandum
r. Multiple button telephone
s. Person-to-person call
t. Special delivery letter
u. Station-to-station call
v. Touch-tone telephone
w. Wide Area Telephone Service

****

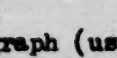
Bar Graph Test

Ask your teacher for the blank graph form for this problem. Using the figures below, complete a bar graph that shows the number of long distance calls made from your office each month.

January	261
February	118
March	175
April	201
May	155
June	206
July	109
August	97
September	235
October	221
November	274
December	231

****

Pictograph Test

Construct a pictograph (using a miniature telephone symbol ) that shows the number of telephones in use during a given year in the cities listed below. Each telephone symbol is to represent 1,000 telephones.

Bal Harbor, 3,000
Coral Gables, 5,980
Miami, 10,700
Miami Beach, 6,500
Miami Springs, 4,250
North Miami, 1,075
Opa Locа, 750
South Miami, 2,150

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SUGGESTED TEST ITEMS, Continued

Line Graph Test

DIRECTIONS: The information below shows the number of calls made from your office to the main office in Chicago over a ten year period. Ask your teacher for the blank form for this problem. Prepare a line graph to show the number of calls made each year.

Year	No. of Calls	Year	No. of Calls
1971	920	1966	442
1970	824	1965	312
1969	687	1964	216
1968	524	1963	178
1967	442	1962	143

****

Telegram Test

DIRECTIONS: Ask your teacher for a blank telegram form and prepare a telegram to be sent according to the statement below.

The FBLA Club at your school ordered football pennants from the Royal Pennant Company. The first game of the season is scheduled for Friday night. On Tuesday, the pennants have not been received. At a called meeting of the club, you as secretary, are directed to send a telegram to the company stating that the order is to be cancelled if the pennants cannot be delivered by Thursday noon.

****

Using the Directory

DIRECTIONS: Use local telephone directories and locate the telephone numbers and addresses of the following:

1. Post Office nearest your school
2. Fire Department
3. United States Coast Guard
4. Formal wear shop in the downtown area
5. Drug store near the county hospital
6. Hospital nearest your school
7. Main office of local electric company
8. Western Union's main office
9. Central office of Dade County Public Schools
10. Personnel department of local telephone company

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SUGGESTED TEST ITEMS, Continued

Circle Graph Test

DIRECTIONS: The following bill was received from the telephone company for the month of June. Ask your teacher for a blank circle graph form. On the form, show the percentage of calls that were made in these categories: station-to-station, person-to-person, collect, and billed to 3rd number. Use the EXPLANATION OF CODES to classify calls.

Date	Place Called	Telephone Number	Code	Amount
6 3	FROM Bklyn NY	212 496-9251	A	$ 1.80
6 4	Chicago IL	312 543-2616	D	3.35
6 5	Omaha NB	402 232-0801	C	3.30
6 6	Chicago IL	312 543-2616	B	2.80
6 6	Chicago IL	312 543-2616	E	5.90
6 7	Chicago IL	312 543-2616	B	3.75
6 10	FROM Seattle WA to Chicago IL	312 543-2616	F	2.85
6 10	FROM Seattle WA to Bklyn NY	212 496-9251	F	3.60
6 13	Chicago IL	312 543-2616	B	4.70
6 13	FROM Bklyn NY	212 496-9251	A	1.60
6 14	Chicago IL	312 543-2616	B	6.85
6 14	Tampa FL	813 376-1982	C	1.10
6 17	Chicago IL	312 543-2616	B	2.05
6 18	FROM Bklyn NY	212 496-9251	A	1.70
6 18	Dallas TX	214 421-7469	D	4.00
6 19	Raleigh NC	919 578-2198	C	2.15
6 21	Bklyn NY	212 496-9251	B	4.10
6 24	Omaha NB	402 232-0801	B	2.40
6 26	Chicago IL	312 543-2616	C	3.05
6 27	Chicago IL	312 543-2616	B	2.50

EXPLANATION OF CODES:

A-Collect
B-Station-to-Station, Day
C-Person-to-Person, Day
D-Station-to-Station, Evening
E-Person-to-Person, Evening
F-Billed to 3rd Number